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ABSTRACT

Student-led parent conferences allow students to gain significant insights about themselves as learners in ways traditional parent-teacher conferences do not. This guide draws on two teachers' experience to help other teachers implement student-led parent conferences that will enhance parent involvement and student learning. Chapter 1, "Why Use Student-Led Conferences," describes the process and outlines benefits for parents, students, and teachers. Chapter 2, "Looking Back at Our First Student-Led Conferences," discusses planning steps for student-led conferences, including incorporating all parts of the curriculum, preparing a schedule, discussing the plan with parents, preparing forms for the student-led conference, and preparing students for the conferences. Chapter 3, "How the Conference Centers Worked," highlights the materials and activities used at the reading, writing, math, science, art, gym, and refreshment table conference centers. Chapter 4, "Discoveries and Responses," presents findings from implementing student-led conferences, especially parent and student feedback, and addresses special family situations. Chapter 5, "Activities at the Centers and Parents' Questions," describes possible activities for the various centers and lists questions for parents to ask their child during the activity. Chapter 6, "Other Teachers, Other Schools, Other Schedules," shares the approaches of six other teachers as examples to assist in designing a schedule. Chapter 7, "Reports and Comments on Conferences," discusses the three-way report card as a replacement for the traditional report card, in which parent, child, and teacher make comments regarding each center. Sample forms are appended. Contains 13 references. (KDFB)

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